

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southfields Academy
Number of pupils in school	Years 7-11 = 772 (October Census)
Proportion (%) of pupil premium eligible pupils	389/722 = 50% (October Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024 Reviewed November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jacqueline Valin Wanda Golinska
Pupil premium lead	Jacqueline Valin
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£425,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, regardless of their background or the challenges they face, make outstanding progress and achieve high academic standards across the curriculum. Our aim is to support disadvantaged students achieve that goal. Historically, our disadvantaged students have achieved well compared with national averages and we strive to address any gap.

We are also well aware of the challenges faced by our students who are vulnerable, have SEND needs and increased mental health, emotional and social needs whose confidence, resilience and achievement have been affected by the pandemic. We will also support these young people whether they are disadvantaged or not.

Quality First teaching has always been a priority to ensure our disadvantaged students achieve their potential. An annual curriculum review is undertaken to ensure our curriculum is meeting the needs of all students enabling them to follow a broad and balanced provision at Key Stage 3 and enabling them to make informed choices for Key Stage 4 and further study at Post 16.

50% of our Year 7-11 students are PP. This is a critical mass across Key Stage 3 and Key Stage 4.

This not only benefits the disadvantaged students but also all students in our community. It is important to note that we want all students to achieve well so whilst improving progress for our disadvantaged students, we also want to sustain improvement for our non-disadvantaged students.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge			
1	A significant proportion of our Year 7 students arrive to us with weaker literacy skills, including having a reading age that is below their chronological age. The gap between PP and non-PP is still high as are the reading ages of those with SEND.			
	YEAR 7	All students	PP only	SEN code
	Median RA	10.01	9.10	9.04
	RA – 9.6 and below	40%	42%	63%
	This is based on the students who have taken the reading age test in September/October 2025 - approximately 93% of Year 7s.			

YEAR 8	All students	PP only	SEN code
Median RA	10.05	10.04	10.01
RA – 9.6 and below	35%	39%	43%

YEAR 9	All students	PP only	SEN code
Median RA	11.05	11.04	11.03
RA – 9.6 and below	15%	15%	17%

Although over the key stage the reading gap has closed and there has been significant improvement in reading for PP students, the challenges linked to literacy are still significant for many of our students.

2

Our analysis of data, which includes positive and negative logs, lesson observations and homework completion, indicates that many of our students, including the most disadvantaged, struggle with independent learning skills and self-management.

We need to train our staff in how to use adaptive teaching approaches in our settings to enable our students to become independent learners.

We also need to ensure targeted students are making use of the resources available such as homework clubs and booster sessions after school.

3

A number of our PP students have increased emotional, social and mental health needs and therefore, need additional support. This is evidenced by the data and the knowledge of these students and their families.

As a Mental Health Trailblazer school, the evidence we have from increased referrals to our Mental health Support team, CAMHS, School Social Worker, Place2Be Counsellors and our own Designated Mental Health Lead, show that their needs are on-going.

Further evidence can be seen in the attendance figures and those absent due to mental health and anxiety.

4

Our summer 2025 results indicate that we need to focus on the number of PP students achieving a grade 4 in both English and maths.

We will strategically target the PP students as part of our refined focus on achievement.

Progress Data 2024-25

PP (89)	Southfields Academy	National Average
4+ Maths and English	53%	-
5+ Maths and English	44%	25.6%
Attainment 8	44.1	34.0

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved reading comprehension among disadvantaged students, particularly at KS3.</p> <p>Lead Practitioner for Literacy appointed.</p>	<p>The gap between PP and non-PP students will have closed across all three year groups in KS3, as evidenced by on-going reading tests (STAR Reader test with the Renaissance platform).</p> <p>Teachers will feel confident in teaching general and subject specific reading approaches to students as evidenced by lesson observations and staff and student feedback.</p>
<p>Sustain high attainment amongst disadvantaged students across the curriculum at KS4.</p>	<p>KS4 outcomes, particularly in English and maths demonstrate that disadvantaged students achieve very well with an average Progress 8 score of 0.5.</p>
<p>To achieve and sustain improved well-being for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> - High attendance rates - Effective use of specialised support - Qualitative data from student voice, student and parent surveys and teacher observations. - An uptake of enrichment activities by disadvantaged students.
<p>To achieve and sustain a positive attitude towards school for our disadvantaged students including improving their attendance and behaviour, both in lessons and outside of school.</p>	<p>Sustained high attendance</p> <ul style="list-style-type: none"> - The overall attendance target for all students is above 95%. - Persistent Absence is below 15%. - The number of PP students receiving suspensions/PEX is reduced.
<p>Parents and students have support to enable them to manage resources through the support of the Academy Welfare Officer and the Parents' Champion.</p>	<p>Parents and students alike are aware of strategies to cope with the cost of living crisis, including making use of the support available.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme in place (Rosenshine's Principles and the 6 Point Plan (6PP) with a particular focus for 25/26 on formative action</p> <ul style="list-style-type: none"> - Whole staff - Departmental <p>Appoint T&L Wave 1 support teacher.</p> <p>To ensure staff have the strategies to support all students but, in particular, disadvantaged and SEND.</p>	<p>Regular assessment shows that progress has improved across all year groups.</p> <p>Analysis shows that PP and non-PP gaps are closing.</p> <p>Teaching and Learning monitoring activities indicate 6PPs strategy is consistently applied in all lessons across the academy. (Noted by OFSTED)</p>	2
<p>Instructional coaching is developed to improve teaching and learning.</p>	<p>Instructional coaching indicates that teaching is good. Experienced teaching staff are used to support early years teachers.</p>	2
<p>Specialist teachers in all subjects. Additional staff in Core to create smaller classes.</p>	<p>This enables us to use our most effective teachers on targeted classes. Subject knowledge development through internal and external CPD ensures specialist teachers are aware of recent developments in their own areas.</p>	2
<p>Additional time for all Year 11 exam classes (Boosters)</p>	<p>Additional time with specialist subject staff to support learning gaps in targeted year 11 examination subjects (Boosters).</p>	2
<p>ECT training and education</p>	<p>ECTs are fully inducted and in line with whole school quality first teaching that will ensure good progress. Extended Southfields-specific training in addition to ECF requirements.</p>	2
<p>Exam board training for subject specialism</p>	<p>Subject specialist teachers to attend exam board training to support students' learning.</p>	
<p>CPD for formative action</p>	<p>In-house CPD on formative action focused on recent research (Dutch research team Kneyber et al.).</p> <p>Department planning time on INSET days.</p>	2

Teacher Development programme set up to improve subject knowledge.	Bespoke development sessions are calendared throughout the year to ensure subject knowledge is shared with experienced and newer teachers. Groups have been widened to focus on SEND students.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster lessons	All Year 11 and selected Year 10 students attend daily booster sessions in their examination subjects	1, 2
IT support, Sparx Maths and Educake. Homework clubs for targeted individuals for all year groups. Independent Learning Pilot in Year 7.	Ensure all students have access to a laptop or appropriate device and thus remove this barrier to home learning. Homework can add five month's progress to learning, according to the EEF.	1, 2
Baseline testing	CATs tests undertaken at KS3 alongside regular assessments to support understanding of student profile to ensure additional support is accurately targeted.	2
Close monitoring and logging of homework	Students have regular homework set based on knowledge recall and independent practice based on work completed in class.	2
Attendance strategies with appointed Academy Educational Welfare Office (AEWO) and Attendance Officer (AO) Deputy Heads of Year to support good attendance and provide support for mental health Parents' Champion to support students and parents/carers	AO ensures first day response to any absence in all year groups. Attendance Panels show improved attendance of targeted students. Rewards given for good attendance – 'In it to Win it'. Free breakfast club to encourage good punctuality and attendance. Regular attendance is a key factor in improving attainment and life chances for students. Regular contact with vulnerable families.	1, 2, 3, 4
Planned overlay timetable for examination classes during exam period (as no study leave given).	Ensure all students attend the overlay timetable to reinforce revision and support students before their individual exams	1, 2
Accelerated Reader for all students in Years 7, 8 and 9. Continued use to support reading for pleasure and progress across KS3.	The Academy has used Accelerated Reader for a number of years to promote a love of reading and to track students' progress. The International Group also benefit from small group and individual reading support	2

	with some of the cohort using Accelerated Reader.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment for all year groups	Subsidised trips and visits to develop cultural capital. Residential trip for Year 7 and 8. Duke of Edinburgh opportunities at KS4. Field trips in geography and science.	4
Holiday tutoring	Targeted support for Year 11 students during the Easter holiday and May half term in preparation for their summer exams.	2, 4
Specialist staff for mental health. Appoint a DSL for Mental Health. Support for disadvantaged students and support for their families. Increased pastoral support.	Mental health needs are supported by the Mental Health team and Safeguarding staff. Evidence on My Concerns show the range of issues and follow up taken to support student. DSL for Mental Health evidence.	3, 4
Behaviour. Revisited INSET for all staff throughout the year to refocus on behaviour for learning.	DfE Behaviour in School 2022 Paul Dix Tom Bennett	2

Total budgeted cost: £440,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year:

KS4 Outcomes

Results 2024 P8 + 0.48 best ever!

	4+	5+	7+
GCSEs			
SA	74%	59.8%	27%
NA	73%	58.1%	26%
En & Ma	4+	5+	
SA	61%	42%	
NA	65.1%	47.2%	

Results 2025 P8 – not available

	4+	5+	7+
GCSEs			
SA	75.8%	63.4%	27.3%
NA	67.4%	52.9%	21.8%
En & Ma	4+	5+	
SA	62%	48%	
NA			

KS5 Outcomes

Post-16 Results 2024

A level	A*/A	A*-B	A*-C
SA	17.8%	49.0%	73.0%
NA	27.7%	53.7%	74.1%
Voc	D*	D*/D	
	15%	40%	

Post-16 Results 2025

A level	A*/A	A*B	A*-C
SA	18.5%	42.4%	77.2%
NA			
Voc	D*	D*/D	
	18%	47%	

Continue the upward trend in outcomes across KS4 & KS5 with each subject demonstrating improvements upon 2025.

The last academic year saw huge investment in the support for students beyond the classroom. Significant efforts were made to address the challenges faced by our students; in particular, those students who are vulnerable, have SEND and increased mental health, emotional and social needs whose confidence, resilience and achievement have been affected by the cost of living crisis, child poverty and mental health issues. A considerable number of our Pupil Premium (PP) cohort benefitted from this support and as a result, attendance and academic progress improved in many instances.

We invested heavily in experiences beyond the classroom for all students, but we are passionate about ensuring equality when it comes to a student's cultural capital, to this end we made sure all PP students were able to attend academic trips and events offered on site. We also offered a full enrichment programme providing clubs in all academic areas, with additional lessons that all Year 11 students could access at the end of every day. The heads of each year group also offered homework clubs and independent learning activities to support students with their learning beyond the classroom.

In the run up to the summer examinations the timetable was redesigned for all of our exam cohorts, students did not have study leave. Students attended lessons up until late June and the timetable was adapted to ensure all students had time with their class teachers on the days of their specific examinations; we viewed this as essential for academic and wellbeing reasons. All of our PP students were provided with this support. In addition, a member of the pastoral team made daily phone calls to ensure

our PP students were in on time and ready to sit all of their exams, resulting in 100% attendance to every Key Stage 4 examination this summer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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